



Behaviour Policy

1. Title Page

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3. Introduction

“Good behaviour is a necessary condition for effective teaching to take place”

(Education Observed 5 – DfES 1987)

This policy is a statement of the aims, principles and strategies for Higham Primary School. DfE guidelines have been taken into consideration in the formulation of this policy.

4. Related policies and procedures

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- PSHE Policy
- Child Protection and safeguarding Policy
- Teaching and Learning Policy.

5. Rationale

The Governing Body understands that Positive behaviour is a key factor in determining the quality of learning taking place in school. Negative behaviour not only hinders the learning of the individual concerned, but also disrupts those around them. At Higham we therefore seek to create an environment which encourages and reinforces positive behaviour. This document provides a framework for the creation of a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people. It aims to:

- Ensure a whole school approach which is used and approved by all staff in the school
- Ensure that parents are informed and are aware of the policy
- Provide a system of rewards and sanctions to encourage good behaviour
- Ensure appropriate behaviour and language throughout the school
- Encourage and praise efforts to improve behaviour
- Promote the six school values of: Teamwork, creativity, Kindness, perseverance, respect and responsibility
- Promote self-esteem, self-discipline, good citizenship and positive relationships
- Encourage the involvement of both home and school in the implementation of this policy
- Ensure effective communication between parents and staff to support pupils.



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6. Standards of Behaviour

At Higham Primary School we have high expectations of all members of the school community, including high expectations for standards of behaviour. Whole school rules were developed following consultation with adults and children, and everyone is aware of these rules (see appendix 1). The school Values were also developed with the support of the school community. Positive language is used to remind pupils of the rules when necessary, and adults play a key role in modelling the high standards we expect.

7. School Ethos

All adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils. We aim to:

- Create a positive climate with high expectations
- Emphasise the importance of being valued as an individual within the group
- Provide excellent role models for the behaviours we expect
- Provide a caring and effective learning environment
- Encourage relationships based on the six school values: kindness, respect, responsibility, perseverance, creativity and teamwork, ensuring we have an understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, ability and disability

8. The curriculum and Learning

At Higham Primary School, we believe that an appropriately structured curriculum, pupil involvement and effective learning contribute to positive behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback we can avoid disaffection which can lie at the root of negative behaviour.

Lessons have clear objectives that are understood by all the pupils and differentiated to meet the needs of individual pupils. Marking and record keeping can be used both as a supportive activity, providing feedback to pupils on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

9. PHSE

All pupils will have the opportunity to take part in a range of Personal, Social and Health Education (PSHE) activities and Relationship and Health education (RHE) activities throughout



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the school year. Sex and relationships education (SRE) takes place for Years 5 and 6 in the summer term. PSHE sessions support pupils in their emotional development and offer the opportunity to discuss key issues as they arise. These sessions will be delivered according to class need and topics covered as part of the pupil's curriculum. Being safe online sessions and Anti-bullying week will take part at a significant point in the school year for all classes at age-appropriate levels.

10. Behaviour Management

Behaviour management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Positive relationships between staff and pupils, strategies for encouraging good behaviour, strategic seating plans, access to resources and classroom displays all influence the way pupils behave. Adults can use many strategies to diffuse or deal with situations (see appendix 2)

11. Communication

Each classroom, senior leaders, the SENCO, the ASENCO, the school office, Midday Meal Supervisors (MDMS) and the site manager will all have a two-way radio. This enables communication between teachers and other staff to alert of a difficult situation and when assistance is needed. Two-way radios located in classrooms will remain turned off unless needed by the adult in the classroom. Senior leaders, office staff, SENCO, ASENCO, MDMS and the site manager (where possible) will always have a two-way radio, switched on, to enable immediate notification of a difficulty in class.

Teachers use weekly class behaviour record sheets to log behaviours to record any movement within the school traffic light system. This behaviour record will then be stored securely as a record of behaviours that may need to be shared at relevant points in the school year ie parents evening.

There may be times when we need to hold a behaviour log to support individual pupils and enable evidence towards additional support such as SEN specialist teachers, pastoral support, outside agencies and when suspensions may be required.

Parents may be contacted if negative behaviour is persistent and is impacting significantly on the education of the child or other children in the class.

12. Whole School Incentives

12.1 Tree of Positivity

The Tree of Positivity is situated in the corridor between the hall and the school office. Each term children can demonstrate they have followed one of the six school values (**respect,**



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responsibility, teamwork, kindness, perseverance, creativity). Once identified, the children who have significantly demonstrated one of the six values, will be announced in the Friday celebration assembly, along with the reason for their nomination, as well as having their name and photo placed on the tree of positivity for the remainder of that term. These children will also be mentioned on the weekly bulletin. At the end of each term, pupils whose names are on the tree will be transferred to the display in the hall, where they will remain until the end of the academic year.

Any member of staff can nominate a pupil to be added to the tree. Once they are added to the tree, pupils can ask their parents to come in (via the school office) to be able to show them their name on the tree.

12.2 Merits

Every pupil has a merit card for the duration of the year. Merits are awarded for outstanding pieces of work or behaviour by class teachers and teaching assistants. When a merit is awarded the pupils merit card will be stamped and dated. When a merit is awarded for an outstanding piece of work, this will be indicated by a merit stamp in the pupil's workbook. Once 10 merits are received, a bronze certificate will be awarded in assembly. When a pupil has achieved a total of 20 stamps (including 10 bronze merits), a silver certificate will be awarded in assembly. When a pupil achieves 30 stamps (including 10 bronze and 10 silver merits) they will be awarded a gold certificate in assembly. In addition to this, a postcard will be sent home to share the success with parents. Merit cards are kept safe in classrooms by teachers to ensure they are available whenever merits are achieved.

12.3 House Points

House points are awarded at the discretion of the staff working with the children. This can include for all academic subjects, positive behaviour, demonstrating good manners, supporting others, helping adults as well as other demonstrations of a positive attitude to school and their work.

These specific guidelines ensure consistent practice across the school and fair opportunities for all pupils.

13. Whole School Sanctions

13.1 Traffic Light system

Higham Primary School uses the traffic lights system. This approach celebrates and rewards positive behaviour, while sanctions are put in place for unacceptable behaviour and for



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persistent offenders. There is an expectation that sanctions will relate to individuals and group sanctions will not be used except in exceptional circumstances. Pupils who show improvements in their behaviour can earn back time, and every day is a new beginning.

- Pupils work towards maintaining all of their breaktime/lunchtime the following day.
- Pupils begin each day on shiny green. Inappropriate behaviours receive warnings prior to a move down the traffic lights. Pupils will receive two warnings about their behaviour.
- If the inappropriate behaviour continues, then the pupil will be moved to dark green. The teacher will then note the behaviour that warranted the move down on the weekly class record sheet.
- If the behaviour continues, the pupil will be moved to amber on the traffic lights and may be asked to work in another area of the classroom / an area outside of the classroom / another classroom. Once again, the teacher will note the behaviour that warranted a further move down the traffic lights.
- If the behaviour continues or deteriorates further, then the pupil will be moved to red and may be moved to another class. Again, the teacher will note the behaviour on the class record sheet.
- If, however, a pupil's behaviour improves at any point (during the day), pupils can work their way back up the traffic light to dark green. Once again, the teacher will note the move back up the traffic light on the class record sheet.
- Whichever traffic light the pupil is on at the end of the school day is the recorded colour for time spent in a sanction either at playtime the next day or lunchtime the next day (dependent on time lost).
- Pupils have the opportunity to move up the traffic light system to above shiny green, onto the 'superstar' (a shiny gold star). Staff can move the children to the 'superstar' for significant and outstanding behaviours demonstrated that day. The children can only move to the 'superstar' from shiny green and not from further down the traffic light system.

13.2 Reflection time

Reflection time will take place daily, at playtime (this is the responsibility of the teacher on playground duty) and at lunchtime (this is the responsibility of SLT) from 12.00pm for both Key Stage One and Key Stage Two children. For playtime sanctions the children will stand with the adult on duty for the time owed, for lunchtime sanctions the children will go to the Woodland



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room where a member of SLT will be waiting for them. Any children carrying out a lunchtime sanction will eat their lunch in the hall once time has been completed.

The amount of reflection time for each move on the traffic light is as follows:

- Dark green – 5 minutes (playtime sanction)
- Amber – 10 minutes (playtime sanction)
- Red – 20 minutes (lunchtime sanction)

Teachers will log time lost in a small blue book. This book will then be given to the teacher on duty / SLT on duty so that they are aware of pupils who have lost time and how much time they need to pay back during playtime / lunchtime. This time will then be signed off by the teacher / SLT on duty as a record that time has been completed.

SLT members will work on a rota to ensure that other SLT duties are not compromised. Where possible this rota will be:

Monday	Tuesday	Wednesday	Thursday	Friday
Headteacher	Deputy Head	Senior leader	Headteacher	SENCO

The amount of reflection time lost will run from Monday to Friday each week with the requirement that any time lost Friday afternoon will be paid back the following Monday. Where a term ends on a different day to Friday this will be considered and amendments made accordingly.

Possible behaviours where pupils are moved down the traffic lights (this list is not exhaustive):

- Disturbing or distracting others
- Inappropriate behaviour
- Talking when other people are talking
- Calling out
- Not following instructions
- Being disrespectful to others
- Being rude and answering back
- Hurting or upsetting others
- Not looking after school equipment

14. EYFS

All pupils start every day on the shiny green happy face. Pupils receive 2 warnings before moving to the dark green thinking face for inappropriate behaviour. Pupils then spend time on the thinking step for a maximum of 5 minutes. If behaviour does not improve then the pupil will move their name to the amber sad face. Pupils then return to the thinking step for 5



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minutes. If behaviour continues to be a concern, then the pupil will move their name to the red angry face and a member of the Senior Leadership Team will speak to the pupil. Pupils can move back through the faces to the shiny green happy face at any point when behaviour improves.

Pupils have the opportunity to move up to the superstar face for excellent behaviour or learning.

15. Behaviour Cards

If a pupil receives a behaviour card, they will spend the next lunchtime in the Woodland Room. This is a separate sanction to the traffic light system. If a pupil is given a behaviour card, parents will be informed and asked to come into school and speak to a member of the Senior leadership team.

Behaviour card behaviours (this list is not exhaustive):

- Aggression to an adult
- Aggression to a child
- Bullying
- Persistent defiance
- Racial abuse
- Verbal abuse / swearing
- Significant injury to others
- Theft / vandalism

Once a behaviour card has been issued, this will be discussed with the pupil and the pupil (Yr2 and above) will be asked to sign the behaviour card to ensure understanding.

16. Additional Strategies to Support Behaviour

There are occasions when more serious incidents occur, and in these situations parents will be asked to meet with a member of the Senior Leadership or SEN Team to discuss their child's behaviour. It is always our aim to keep parents fully informed and to work in partnership with them to help improve the child's behaviour.

For a very small number of pupils, the Traffic Light System may not be the most effective way to manage behaviour, and in these cases short-term, individualised programmes may be put in place until the pupil is able to return to the Traffic Light System. If the school feels it needs additional support for specific pupils it will seek advice through the Local Inclusion Forum Team (LIFT) meetings (or earlier if necessary), from the Specialist Support Teacher or another external agency.

In very rare circumstances, when all other approaches have failed to result in an improvement, persistent or serious offences may result in suspension or even exclusion. Initially a suspension, would be for a fixed period with the length of the suspension depending on the severity of the



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offence. After the suspension period has expired, a re-integration (return to school) meeting will be held with the parents and pupil to put a plan in place to further support the pupil. In the event of fixed term suspensions, the school will provide work for the pupil for the period of the suspension. Should the need for a suspension or an exclusion arise, the school will complete the appropriate online forms and liaise with the local inclusion officer.

17. Appendix 1 – Our School Rules:



Higham Primary School
Grow, Learn, Believe, Achieve



Our School Rules

We are kind and caring.

We walk sensibly around the
school.

We are polite.

We are good listeners.

We try our best.

We treat each other with
respect.



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*We take care of our
environment and the things
in it.*



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18. Appendix 2 – Our Values:





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19. Appendix 3 – Tactics and Language:

Tactics and Language

- avoid confrontation
- acknowledge the behaviour and rectify as swiftly as possible.
- remember that raised voices lead to raised tempers, loss of control and signal an unprofessional approach
- tactically ignore minor incidents and stand by to see if situation resolves
- use positive language and discuss with a child what they think would resolve the problem
- uphold the values of this policy in the way you speak to children
- tackle the problem not the person
- consider possible triggers and what could be done to avoid them
- make sure that consequences are fair and relevant
- use conferencing, counselling or a quiet chat
- use the rules the children have agreed to
- use circle time
- offer choices
- use humour
- try to have personal contact with children as individuals during the day and acknowledge pupils who have maintained previously set targets for a short time afterwards ('light touch' support)



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20. Appendix 4 – Exit Procedure:

EXIT PROCEDURE

CLASS TEACHER / TEACHING ASSISTANT / OTHER STAFF MEMBER -GIVE 2 REMINDERS



MOVED TO DARK GREEN
(Teacher record move on class record sheet)



MOVE TO AMBER AND MAY BE ASKED TO WORK IN A SEPARATE DESIGNATED AREA IN THE CLASSROOM
(Teacher to record move on class record sheet)



MOVE TO RED AND MAY BE ASKED TO WORK IN ANOTHER AREA OF THE CLASSROOM /AN AREA OUTSIDE OF THE CLASSROOM / ANOTHER CLASSROOM
(Teacher to record move on a class record sheet)



SENIOR LEADERSHIP TEAM
Sanctions to be decided and may include Woodland Room if appropriate

*If behaviour improves at any stage in the above process then pupils can move back up the traffic lights
(Teacher to record move on class record sheet).*

Time lost is the recorded traffic light the pupil is on at the end of the school day (Teacher records this on the class record sheet).

Weekly class record sheets are presented to the office at the end of each Friday . Pupil's time lost is logged as a record of behaviour.